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TEACHING UNDER PRESSURE: HOW JOB ANXIETY AFFECTS TEACHER EFFECTIVENESS ACROSS GENDERS AND LOCALITIES

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ABSTRACT
This study investigates the effect of job anxiety on teachers' effectiveness, focusing on differences related to gender and locality. A sample of 180 school teachers from the Ludhiana district, forming both rural and urban areas, was examined. The study used the Job Anxiety Scale by Dr. A.K. Srivastava and Dr. M.M. Sinha (1974) and the Teacher Effectiveness Scale by Dr. Umma Kulsum (1971). The findings show no significant differences in job anxiety levels or teacher effectiveness based on gender or locality. However, a significant negative correlation between job anxiety and teacher effectiveness was seen, underscoring the critical need for interventions to mitigate job anxiety among teachers.

KEYWORDS: *Teacher Effectiveness, Job Anxiety, School teachers*

INTRODUCTION
In today's ever-changing society, people's needs and expectations are constantly shifting, which can sometimes result in feelings of discontent when those needs are still unfulfilled. Teaching, like any other profession, is not immune to this phenomenon. The level of job satisfaction and anxiety experienced by teachers can have a significant impact on their effectiveness, which plays a crucial role in the development of students and the overall educational process. This study investigates the correlation between job anxiety and teacher effectiveness, considering the factors of gender and locality.

Background
Teachers play a pivotal role in shaping the future of society by nurturing and educating young minds. However, the teaching profession is often fraught with challenges that can lead to job anxiety. This anxiety can stem from various sources, including high workload, lack of administrative support, and insufficient resources. Teacher effectiveness, which is essential for student achievement, can be compromised when teachers experience elevated levels of job anxiety. Understanding the interplay between job anxiety and teacher effectiveness is crucial for developing strategies to support teachers and enhance educational outcomes.

Purpose of Study
The primary purpose of this study is to examine the relationship between job anxiety and teacher effectiveness, with a focus on gender and locality. Specifically, the study aims to decide whether there are significant differences in job anxiety and teacher effectiveness between male and female teachers, as well as between teachers in rural and urban areas. Additionally, the study looks to explore the correlation between job anxiety and teacher effectiveness, providing insights into how job anxiety affects teachers' performance.

REVIEW OF RELATED LITERATURE
A survey of related literature is an essential prerequisite to actual planning and execution of any research project. It is like surveying the area and judging the distance first and then formulating a plan. It helps the investigator in avoiding duplication on the one hand and in getting benefit from similar studies on the other in respect to methods adopted and devices used in the collection of data and their organization and interpretation. For these all reasons, a research worker has to go through the available relevant literature before actually communing the work of his own research.

Studies Related to Job Anxiety
Job anxiety refers to an employee's predisposition to emotional tension caused by generalized feelings of vague fear, insecurity, and apprehension related to various job aspects (Sinha, 1974). Earlier studies have highlighted the detrimental effects of job anxiety on performance and overall well-being (Khalid et al., 2012) Specific research has also linked job anxiety to numerous factors such as role overload, role self-distance, and role stagnation (Swaminathan & Rajkumar, 2010).

Factors Leading to Job Anxiety
Several factors contribute to job anxiety among teachers. Workload, administrative support, student behavior, and lack of resources are significant contributors. High workload and

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unrealistic expectations can lead to stress and anxiety, affecting teachers' ability to perform effectively (Borg & Riding, 1993).Administrative support plays a crucial role in alleviating job anxiety. Teachers who perceive their administrators as supportive report lower levels of job anxiety. (Nobile & McCormick, 2005). Student behavior and classroom management challenges can also contribute to job anxiety, as managing disruptive behavior requires significant emotional and physical effort (Kyriacou, 2001).

Studies Related to Teacher Effectiveness

Teacher effectiveness is a multifaceted construct encompassing academic knowledge, lesson preparation, communication skills, classroom management, and the ability to motivate students (Bhat & Arumugam, 2020). Effective teachers are essential for fostering students' socio-emotional development and achieving educational aims (Sutton & Wheatley, 2003)

Dimensions of Teacher Effectiveness

Teacher effectiveness involves several dimensions, including instructional strategies, classroom management, and interpersonal relationships. Instructional strategies refer to the methods teachers use to ease learning, such as differentiated instruction and formative assessment(Marzano, 2003) . Classroom management involves creating a positive learning environment by setting up clear expectations and routines (Emmer & Stough, 2001). Interpersonal relationships refer to the teacher's ability to build rapport with students, colleagues, and parents, fostering a supportive and collaborative learning environment(Pianta, 2004).

Relationship Between Job Anxiety and Teacher Effectiveness

The relationship between job anxiety and teacher effectiveness has been a subject of interest in recent studies. Brackett et al. (2010) found a significant positive correlation between job satisfaction and emotional intelligence, suggesting that teachers with higher emotional intelligence are more satisfied with their jobs. However, prominent levels of job anxiety can undermine this effectiveness, leading to poorer performance and higher turnover rates (Kamal et al., 2021).

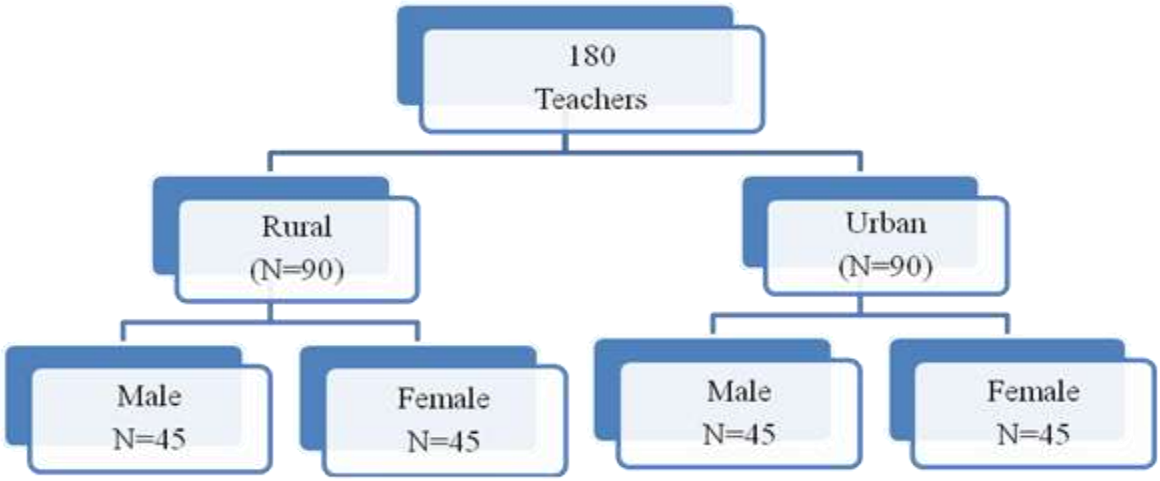
Impact of Job Anxiety on Teacher Effectiveness

Job anxiety can have many adverse effects on teacher effectiveness. Prominent levels of anxiety can impair cognitive functioning, leading to difficulties in lesson planning and delivery (Schonfeld, 2001). Anxiety can also affect teachers' ability to manage classrooms effectively, resulting in increased disciplinary issues and reduced student engagement (Herman et al., 2018). Additionally, job anxiety can lead to burnout, characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment, further compromising teacher effectiveness(Jackson & Maslach, 2007).

METHODOLOGY

Participants

The study sample comprised 180 school teachers from Ludhiana district, including both rural and urban areas. The participants were selected using a stratified random sampling technique to ensure representation from different localities and gender groups.



Tools

- Job Anxiety Scale by Dr. A.K. Srivastava and Dr. M.M. Sinha (1974): This scale measures the levels of job anxiety experienced by teachers, encompassing various dimensions such as workload, role ambiguity, and job security.
- Teacher Effectiveness Scale by Dr. Umma Kulsum (1971): This scale assesses various aspects of teacher effectiveness, including instructional strategies, classroom management, and interpersonal relationships.

Procedure

A descriptive survey method was employed. Data were collected using standardized questionnaires administered to the participants. The collected data were analyzed using mean, standard deviation, t-test, and correlation analysis.

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Data Analysis

Data analysis involved the use of statistical techniques to test the hypotheses. Mean and standard deviation were calculated to describe the central tendency and dispersion of job anxiety and teacher effectiveness scores. T-tests were used to compare the mean scores of job anxiety and teacher effectiveness between diverse groups (gender and locality). Pearson's correlation coefficient was calculated to examine the relationship between job anxiety and teacher effectiveness.

ANALYSIS AND INTERPRETATION OF DATA

Descriptive Statistics

The descriptive statistics for job anxiety and teacher effectiveness are presented in Table 1. The mean job anxiety score for the entire sample was 52.3 (SD = 10.4), showing moderate levels of job anxiety. The mean teacher effectiveness score was 75.8 (SD = 12.7), suggesting that the teachers in the sample were effective in their roles.

Table 1. Descriptive Statistics for Job Anxiety and Teacher Effectiveness

Variable	Mean	Standard Deviation
Job Anxiety	52.3	10.4
Teacher Effectiveness	75.8	12.7

Hypothesis Testing

Hypothesis 1: Gender Differences in Job Anxiety

Table 2 : Distribution of scores of male and female school teachers with variable level of job anxiety.

N	Mean	S.D.	S.Em.	t-value	Remarks
Male (90)	31.111	5.461	101.099	0.133	Not Significant at 0.05 Level
Female (90)	32.155	3.586			

No significant difference was found between male and female teachers about job anxiety levels (t-value = 0.133, p > 0.05). This suggests that gender does not play a significant role in influencing job anxiety among teachers.

Hypothesis 2: Locality Differences in Job Anxiety

Table 3: Distribution of scores of rural and urban school teachers with variable Job Anxiety.

N	Mean	S.D.	S.Em.	t-value	Remarks
Rural (90)	31.088	5.473	87.468	0.096	Not Significant 0.05 level
Urban (90)	32.177	3.626			

No significant difference was found between rural and urban teachers about job anxiety levels (t-value = 0.096, p > 0.05). This shows that the locality of the school does not significantly affect the job anxiety levels of teachers.

Hypothesis 3: Gender Differences in Teacher Effectiveness

Table 4: Distribution of scores of male and female school teachers with variable Teacher Effectiveness.

Gender	N	Mean	S.D.	S.Em.	t-value	Remarks
Male	90	1004.489	102.52	10.80	0.157	Not Significant at the 0.05
Female	90	1026.689	62.59	6.60		

No significant difference was found between male and female teachers about teacher effectiveness (t-value = 0.157, p > 0.05). This suggests that gender does not significantly influence teacher effectiveness.

Hypothesis 4: Locality Differences in Teacher Effectiveness

Table 5: Distribution of scores of rural and urban school teachers with variable teacher effectiveness.

Locality	N	M	SD	S.Em.	t-value	Remarks
Rural	90	1003.067	67.847	7.15	0.118	Not Significant at 0.05 level
Urban	90	1028.689	103.490	10.91		

No significant difference was found between rural and urban teachers about teacher effectiveness (t-value = 0.118, p > 0.05). This shows that the locality of the school does not significantly affect teacher effectiveness.

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Hypothesis 5: Relationship Between Job Anxiety and Teacher Effectiveness

Table 6: Coefficient of relationship between Job Anxiety and Teacher Effectiveness.

Variables	Value	Remarks
1. Job Anxiety	- 0.46	Negative Correlation
2. Teacher effectiveness		

A significant negative correlation was found between job anxiety and teacher effectiveness ($r = -0.46$, $p < 0.01$). This shows that higher job anxiety is associated with lower teacher effectiveness.

DISCUSSION OF FINDINGS

The findings align with earlier research showing no significant differences in job anxiety or teacher effectiveness based on gender or locality (Bhat & Arumugam, 2020; Kaur, 2018). However, the significant negative correlation between job anxiety and teacher effectiveness underscores the critical need for interventions to address job anxiety among teachers.

Implications for Practice

The findings of this study have several implications for educational practice. Schools and educational policymakers need to recognize the impact of job anxiety on teacher effectiveness and take initiative-taking measures to address it. Providing teachers with professional development opportunities, stress management programs, and supportive leadership can help mitigate job anxiety and enhance teacher effectiveness (Khalid et al., 2012) . Additionally, creating a positive school environment that promotes collaboration and support among teachers can reduce job anxiety and improve overall job satisfaction (Sutton & Wheatley, 2003).

Conclusion

This study highlights the importance of addressing job anxiety to improve teacher effectiveness. While gender and locality do not appear to significantly influence these variables, the negative impact of job anxiety on teacher effectiveness is clear. Future research should explore specific interventions to reduce job anxiety and support teachers in their professional roles. By addressing the factors contributing to job anxiety and providing necessary support, schools can enhance teacher effectiveness and ultimately improve educational outcomes for students.

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